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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to evaluate the effectiveness of a new academic probation intervention program. Probationary students are those who are warned the previous semester but whose grade point averages (GPA's) still fall below 2.0 (4-point scale). Students on probation must participate in a success-oriented intervention program. The evaluation study was conducted of all 278 students who participated in the fall 1990 probation intervention program. Students' academic records were evaluated and a follow-up telephone survey was conducted. A total of 215 students were interviewed for a 75% response rate. Study findings included the following: (1) among students who participated in the program, 73% returned the following spring; (2) as a result of the program, 64% had a clear understanding of the probation system, 67% understood how GPA was calculated, and 84% were able to identify factors leading to low GPA; (3) 35% of respondents cited poor study habits and working too many hours as the primary causes of low GPA; (4) although 85% of respondents indicated that their counselor helped them develop a plan to improve their grades, 57% reported that they had not changed their educational goals, suggesting that intervention influenced work habits more than goals; (5) chief educational goals of respondents were to earn an associate degree for transfer (39%), to earn an associate degree (29%), and to transfer without a degree (15%); (6) students not returning after the intervention cited job responsibilities (35%), personal and family responsibilities (25%), and a need for time away to reset their goals (21%); and (7) non-returning students had achieved lower GPA's and were better able to cite the causes of low GPA than returning students. (PAA)

Office of Planning and Research

William Rainey Harper College

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aluation of New Probation Intervention ›gram at Harper College - 1990

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A. Lucas, Director
of Planning and Research

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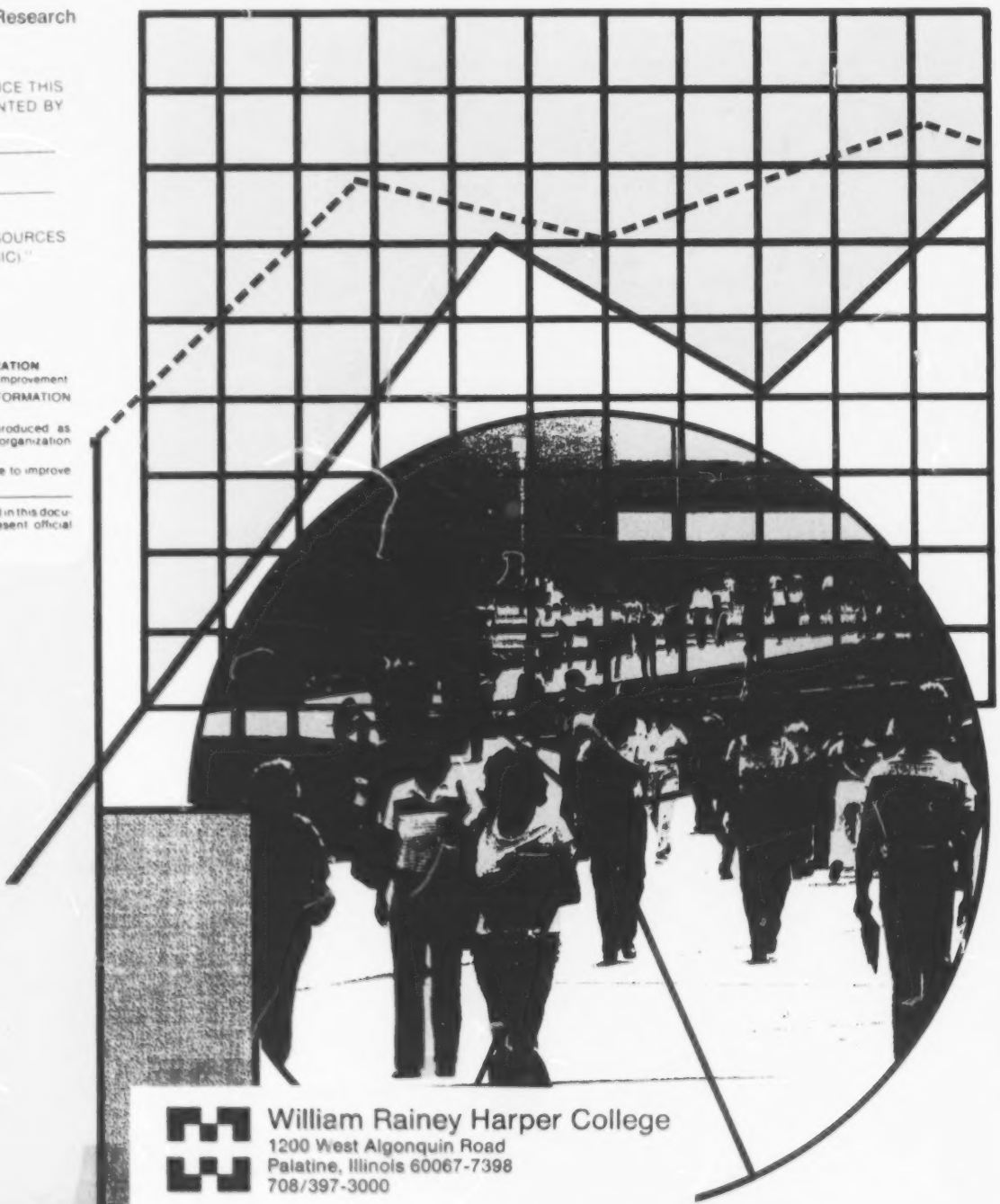

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO EVALUATE THE NEW PROBATION INTERVENTION PROGRAM WHICH WAS THE FIRST CARRIED OUT IN THE SUMMER OF 1990 AT HARPER COLLEGE. THE EVALUATION STUDY WAS CONDUCTED ON 278 STUDENTS WHO PARTICIPATE IN THE FALL OF 1990. ACADEMIC RECORDS WERE GATHERED ON THESE STUDENTS AND A TELEPHONE SURVEY WAS CON DUCTED DURING THE SPRING OF 1991 AND A 75 PERCENT RESPONSE RATE WAS ACHIEVED.

RESULTS OF THE STUDY SHOWED THAT THE VAST MAJORITY OF STUDENTS PARTICIPATING IN THE PROBATION INTERVENTION PROGRAM RETURN THE FOLLOWING SEMESTER AND EVEN AMONG THOSE WHO DON'T, MOST PLAN TO RETURN TO HARPER AT A LATER DATE. MOST ARE FAR ALONG IN THEIR EDUCATION PROGRAM AND MOST ARE IN A REASONABLE GPA POSITION TO BE ABLE TO IMPROVE OVER THE 2.00 MARK. AS A RESULT OF THE INTERVENTION PROGRAM THE VAST MAJORITY UNDERSTAND THE SYSTEM, ARE ABLE TO IDENTIFY THE FACTORS LEADING TO A LOW GPA AND ARE ABLE TO DEVELOP A PLAN TO IMPROVE THEIR GPA AND TO ACCOMPLISH THEIR EDUCATIONAL GOALS. MOST DO NOT PLAN TO CHANGE THEIR EDUCATIONAL GOALS BUT RATHER AIM TO IMPROVE THEIR STUDY HABITS, FOCUS AND PRIORITIES. THERE ARE FEW CAREER STUDENTS AMONG THE PROBATION STUDENTS AND THE VAST MAJORITY OF THE GOALS FOCUS ON ACHIEVING AN AA OR AS DEGREE OR TRANSFERRING OR BOTH.

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TABLE OF CONTENTS

		PAGE
I.	Purpose	1
II.	Population Surveyed and Methodology	1
III.	Discussion of Results	1-2
IV.	Major Conclusions	2
V.	Detailed Results	
	A. Sample Size - Response Rate to Survey.	3
	B. Grade Point Average. - Enrolled in Spring 1991 - Did not Enroll in Spring 1991 - Total	3-4
	C. Cumulative Hours Earned. - Enrolled in Spring 1991 - Not Enrolled in Spring 1991 - Total	4-5
	D. Reasons for not Enrolling Spring 1991.	5
	E. Plans to Re-Enroll at Harper in Future	5
	F. Understanding of Probation System.	5
	G. Understanding of Calculation of GPA.	5
	H. Identification of Factors Leading to Low GPA	6
	I. Factors Leading to Low GPA	6
	J. Development of Plan to Improve GPA	6
	K. Ways Educational Goals Have Changed Since Being Placed on Probation.	6
	L. Present Educational Goals.	7
	M. Degree to Which Requirements of Educational Goals Understood	7
	N. Most Important Outcome of Seeing a Counselor	7
	O. Comments	7-10
	P. Specific Changes Made as a Result of Talking to a Counselor.	11
	Q. Comments	11-13
	R. The One Thing Students Would like to see Changed about Probation.	14
	S. Comments	14-17
VI.	Appendix	
	- Cover Data Sheet	
	- Telephone Survey -- Evaluation of Probation Intervention Program	

PURPOSE

The purpose of this study was to evaluate the new probation intervention program at Harper College. Students who were academically warned the previous semester but whose GPA still remains below 2.00 are placed on probation. Students on probation are restricted to 13 credit hours and must participate in success-oriented strategies (intervention). The first intervention program was conducted in the summer of 1990. This evaluation was conducted on the students participating in the fall 1990 probation intervention program. Anita Crawley, Counselor, requested the evaluation study.

POPULATION SURVEYED AND METHODOLOGY

The study was conducted on all 278 students who were on probation in the fall of 1990. Academic records through the fall of 1991 semester were evaluated and a follow-up survey was conducted among these students from April to June of 1991. The survey form shown in the appendix was developed jointly by Anita Crawley and the Office of Planning and Research. The survey was conducted over the telephone. After a number of telephone attempts, 215 students were reached for a 75 percent response rate. Among the students enrolled during the spring 1991 semester, 80 percent were surveyed but among those not enrolled in the spring 1991 semester, only 62 percent were surveyed by telephone. This high response rate insures that those surveyed are representative of the whole study population. As further proof, the average GPA and the average credit hours earned of the respondents and the non respondents are almost identical.

DISCUSSION OF RESULTS

Among the students who participated in the probation intervention program in the fall of 1990, 73 percent returned the following spring 1991 semester. The average GPA of all the students was 1.59 with 69 percent being 1.50 or higher. They averaged 33 earned hours with 74 percent having earned 24 or more hours and 6 percent who had earned 60 or more credit hours.

As a result of the intervention program, 64 percent had a clear understanding of the probation system and 67 percent understood exactly how GPA was calculated. In addition, 84 percent were definitely able to identify factors leading to low GPA. The two factors mentioned most often (each cited by 35% of the students) were poor study habits and working too many hours. Two other factors mentioned often (each cited by 15% of the students) were personal and family problems and carrying too many credit hours. The vast majority of these students (85%) reported they and their counselor developed a reasonable plan to improve their GPA.

It is interesting to note that despite the impressive impact of counselor intervention, 57 percent of the students report they have <u>not</u> changed their educational goals. Thus for the majority of students, intervention is more likely to lead to change in study habits , focus and priorities rather than a change in goals. Still, 16 percent indicate that they changed majors to better fit their interests and 12 percent said they moved from being undecided to deciding on a definite major. Another 9 percent stated they were still undecided but knew ways to help them decide on a major field.

The educational goals of those students coming out of the probation intervention program were as follows: 39 percent planned to transfer with an associates degree, 29 percent planned to earn an AA or AS degree, 15 percent planned to transfer without an associate degree while 11 percent were not sure of their educational

DISCUSSION OF RESULTS (continued)

goals. Very few in the probation intervention program were career students and none of those students had the goal of achieving an AAS degree. After stating their educational goals, 80 percent of the students said they knew exactly what was required to achieve this goal.

Students who did not return for the spring 1991 semester gave as the most important reasons job responsibilities (35%), personal and family responsibilities (25%) and the need for some time away from the College to think and reset their goals (21%). More than three fourths of these students definitely planned to return to Harper at a later date. Students not enrolled in the spring semester differed from those who were enrolled in the spring semester. Those not enrolled had a lower GPA (1.51 vs. 1.62) had earned slightly fewer credit hours (32 vs. 34), were less likely to understand the requirements of their educational goals, and were more apt to cite personal and family problems and low motivation as factors causing low GPA. Interestingly, these students not enrolled in the spring were more likely to understand how to calculate their GPA and were better able to identify the factors leading to low GPA. Student on probation are much younger (22.5) than students in the general population (27.5). Age though is not a factor in explaining why students do not return to Harper after probation intervention.

All the students listed the most important outcomes of seeing a counselor, the specific changes made as a result of talking to a counselor and specific suggestions for improving the probation system. These lists are shown in this report. When asked what the most important outcomes were as a result of seeing a counselor, the most frequently cited items were identifying issues leading to poor academic performance and course selection and academic planning. For those on probation who did not return, the most frequently cited items were identifying issues leading to poor academic performance, support for personal issues and not seeing a counselor.

The changes students made as a result of seeing a counselor which were most frequently listed were improved study habits/grades and more appropriate course selections. In terms of changes students said they would like to see in the probation system, over a fourth said the system was fine as it was. Among the specific changes most often mentioned were provide more counseling help, make the system more lenient, make it easier to understand and provide an earlier warning system.

MAJOR CONCLUSIONS

The vast majority of students participating in the probation intervention program return the following semester and even among those who don't, most plan to return to Harper at a later date. Most are far along in their education program and most are in a reasonable GPA position to be able to improve over the 2.00 mark. As a result of the intervention program, the vast majority understand the system, are able to identify the factors leading to a low GPA and are able to develop a plan to improve their GPA and to accomplish their educational goals. Most do not plan to change their educational goals but rather aim to improve their study habits, focus and priorities. There are few career students among the probation students and the vast majority of the goals focus on achieving an AA or AS degree or transferring or both.

EVALUATION OF PROBATION INTERVENTION PROGRAM

Sample Size - 287 Students Participated in Intervention Program During Fall 1990

Enrollment Status - Spring 1991

	N	PCT
Enrolled	210	73.2
Not Enrolled	77	26.8
Total	287	100.0

Age	Enrolled		Not Enrolled		Total	
	N	PCT	N	PCT	N	PCT
18	9	5.4	2	4.2	11	5.1
19	33	19.8	7	14.6	40	18.6
20	51	30.5	15	31.2	66	30.7
21 - 25	54	32.3	16	33.3	70	32.6
26 - 35	13	7.8	6	12.5	19	8.8
36 and Older	7	4.2	2	4.2	9	4.2
Total	167	100.0	48	100.0	215	100.0
Average	22.3		22.9		22.5	

Response Rate to Survey

	Enrolled Spring 1991		Not Enrolled Spring 1991		Total	
	N	PCT	N	PCT	N	PCT
Responded to Survey	167	79.5	48	62.3	215	74.9
Refused to Answer	1	.5	3	3.9	4	1.4
Could Not Reach	42	20.0	26	33.8	68	23.7
Total	210	100.0	77	100.0	287	100.0

GRADE POINT AVERAGE

Enrolled in Spring 1991

GPA Range	Responded to Survey		Did Not Respond		Sub-Total	
	N	PCT	N	PCT	N	PCT
0 to .49	4	2.4	2	4.7	6	2.9
.50 to .99	9	5.4	2	4.6	11	5.2
1.00 to 1.49	30	18.0	11	25.6	41	19.5
1.50 to 1.99	120	71.8	26	60.5	146	69.5
2.00 and above	4	2.4	2	4.6	6	2.9
Total	167	100.0	43	100.0	210	100.0
GPA Average	1.62		1.61		1.62	

GRADE POINT AVERAGE (continued)

Did Not Enroll in Spring 1991

GPA Range	Responded to Survey N	Responded to Survey PCT	Did Not Respond N	Did Not Respond PCT	Sub-Total N	Sub-Total PCT
0 to .49	0	0	1	3.4	1	1.3
.50 to .99	8	16.7	3	10.4	11	14.3
1.00 to 1.49	16	33.3	3	10.3	19	24.7
1.50 to 1.99	22	45.8	22	75.9	44	57.1
2.00 and above	2	4.2	0	0	2	2.6
Total	48	100.0	29	100.0	77	100.0
GPA Average	1.48		1.56		1.51	

Total

GPA Range	Responded to Survey N	Responded to Survey PCT	Did Not Respond N	Did Not Respond PCT	Sub-Total N	Sub-Total PCT
0 to .49	4	1.9	3	4.2	7	2.4
.50 to .99	17	7.9	5	6.9	22	7.7
1.00 to 1.49	46	21.4	14	19.4	60	20.9
1.50 to 1.99	142	66.0	48	66.7	190	66.2
2.00 and above	6	2.8	2	2.8	8	2.8
Total	215	100.0	72	100.0	287	100.0
GPA Average	1.59		1.59		1.59	

CUMULATIVE HOURS EARNED

Enrolled in Spring 1991

Hours Earned Range	Responded to Survey N	Responded to Survey PCT	Did Not Respond N	Did Not Respond PCT	Sub-Total N	Sub-Total PCT
Under 12 hours	7	4.2	3	7.0	10	4.8
12 - 23 hours	34	20.4	4	9.3	38	18.1
24 - 35 hours	54	32.3	23	53.5	77	36.7
36 - 47 hours	40	23.9	9	20.9	49	23.3
48 - 59 hours	20	12.0	3	7.0	23	10.9
60 or more hours	12	7.2	1	2.3	13	6.2
Total	167	100.0	43	100.0	210	100.0
Average Hours Earned	34.1		32.0		33.7	

Not Enrolled in Spring 1991

Hours Earned Range	Responded to Survey N	Responded to Survey PCT	Did Not Respond N	Did Not Respond PCT	Sub-Total N	Sub-Total PCT
Under 12 hours	3	6.2	1	3.5	4	5.2
12 - 23 hours	14	29.2	9	31.0	23	29.8
24 - 35 hours	14	29.2	7	24.1	21	27.3
36 - 47 hours	11	22.9	7	24.1	18	23.4
48 - 59 hours	5	10.4	2	6.9	7	9.1
60 or more hours	1	2.1	3	10.4	4	5.2
Total	48	100.0	29	100.0	77	100.0
Average Hours Earned	30.6		34.0		31.9	

CUMULATIVE HOURS EARNED (continued)

Total

Hours Earned Range	Responded to Survey N	Responded to Survey PCT	Did Not Respond N	Did Not Respond PCT	Sub-Total N	Sub-Total PCT
Under 12 hours	10	4.7	4	5.6	14	4.9
12 - 23 hours	48	22.3	13	18.0	61	21.3
24 - 35 hours	68	31.6	30	41.7	98	34.1
36 - 47 hours	51	23.7	16	22.2	67	23.3
48 - 59 hours	25	11.6	5	6.9	30	10.5
60 or more hours	13	6.1	4	5.6	17	5.9
Total	215	100.0	72	100.0	287	100.0
Average Hours Earned	33.3		32.8		33.2	

Reasons for Not Enrolling Spring 1991

	N	PCT
Job responsibility	17	35.4
Personal or family responsibilities	12	25.0
Need some time from college to think and reset goals	10	20.8
Was not sure about ability to do college work	3	6.3
Was suspended	3	6.3
Moved away	2	4.2
GPA was too low	1	2.1
Entered military service	1	2.1
Transferred to another college	1	2.1
Lost interest in college	1	2.1
Graduated from Harper and transferred	1	2.1
Felt intimidated by process	1	2.1

Plans to Re-enroll at Harper in Future

	N	PCT
Plan to enroll in summer or fall of 1991	23	47.9
Plan to enroll at Harper at later date	14	29.2
Might return to Harper College	8	16.7
Plan not to enroll at Harper	3	6.2
Total	48	100.0

Understanding of Probation System	Enrolled N	Enrolled PCT	Not Enrolled N	Not Enrolled PCT	Total N	Total PCT
Have a clear understanding	105	62.9	32	66.7	137	63.7
Have a general understanding	54	32.3	15	31.2	69	32.1
Do not understand it	8	4.8	1	2.1	9	4.2
Total	167	100.0	48	100.0	215	100.0

Understanding of the Calculation of GPA						
Know exactly how it is done	107	64.1	37	77.1	144	67.0
Have a general idea	46	27.5	10	20.8	56	26.0
No - Was not discussed	8	4.8	1	2.1	9	4.2
No - Didn't understand explanation	6	3.6	0	0	6	2.8
Total	167	100.0	48	100.0	215	100.0

Identification of Factors Leading to Low GPA	Enrolled N	Enrolled PCT	Not Enrolled N	Not Enrolled PCT	Total N	Total PCT
Was definitely Able to Identify Factors	136	81.9	44	91.6	180	84.1
Identified Factors to Some Degree	17	10.3	2	4.2	19	8.9
Was Not Able to Identify Factors	11	6.6	1	2.1	12	5.6
Did Not See Counselor	2	1.2	1	2.1	3	1.4
Total	166	100.0	48	100.0	214	100.0
Factors Leading to Low GPA						
Poor study habits	62	38.8	15	32.6	77	37.4
Worked too many hours	55	34.4	13	28.3	68	33.0
Carried too many courses	24	15.0	7	15.2	31	15.0
Personal/family problems	20	12.5	10	21.7	30	14.6
Low motivation	14	8.8	6	13.0	20	9.7
Did not withdraw officially	14	8.8	2	4.3	16	7.8
Too many outside activities	12	7.5	3	6.5	15	7.3
Poor performance when student first began	10	6.3	3	6.5	13	6.3
Difficulty understanding teacher	5	3.1	1	2.2	6	2.9
General difficulty in course	4	2.5	0	0	4	1.9
Did not seek help when needed	3	1.9	0	0	3	1.5
Poor test taking ability	0	0	2	4.3	2	1.0
Poor math skills	2	1.3	0	0	2	1.0
Difficulty in specific courses	2	1.3	0	0	2	1.0
Learning disability	2	1.3	0	0	2	1.0
Poor reading skills	0	0	1	2.2	1	.5
Number of Item Responses	160		46		206	

Development of Plan to Improve GPA	Enrolled N	Enrolled PCT	Not Enrolled N	Not Enrolled PCT	Total N	Total PCT
Counselor and student developed reasonable plan	143	86.7	38	80.9	181	85.4
Unable to develop plan	21	12.7	7	14.9	28	13.2
Plan to see counselor soon	0	0	1	2.1	1	.5
Never saw a counselor	1	.6	1	2.1	2	.9
Total	165	100.0	47	100.0	212	100.0
Ways Educational Goals Have Changed Since Being Placed On Probation						
Have not changed educational goals	95	57.6	27	56.2	122	57.3
Have changed majors to one that fits interests better	26	15.8	7	14.6	33	15.5
Moved from undecided to definite educational plan	22	13.3	3	6.3	25	11.7
Still undecided but know some ways to help decide on a major	14	8.5	5	10.4	19	8.9
Have decided not to pursue original plan but do not know what new goal is	5	3.0	4	8.3	9	4.2
Decided to drop	1	.6	1	2.1	2	.9
Changed from major to just courses that relate to job	1	.6	0	0	1	.5
More focused now	1	.6	0	0	1	.5
Feeling very bad for now	0	0	1	1.2	1	.5
Total	165	100.0	48	100.0	213	100.0

Present Educational Goals	Enrolled		Not Enrolled		Total	
	N	PCT	N	PCT	N	PCT
Plan to transfer with an associates degree	60	36.6	22	45.8	82	38.7
Plan to earn an AA or AS	50	30.5	11	22.9	61	28.8
Plan to transfer without an associates degree	30	18.3	2	4.2	32	15.1
Not sure of educational goals	18	11.0	6	12.5	24	11.3
Plan to earn a certificate	6	3.7	3	6.3	9	4.2
Plan to take a few courses for job	2	1.2	3	6.3	5	2.4
Decided not to continue education	2	1.2	1	2.1	3	1.4
Plan to earn an AAS	0	0	0	0	0	0
Responses to item	168		48		216	

Degree to Which Requirements of Educational Goals Understood						
Know exactly what is required	135	82.8	34	72.3	169	80.4
Somewhat sure of what is required	12	7.4	6	12.8	18	8.6
Not sure of what is required	3	1.8	2	4.3	5	2.4
Undecided	13	8.0	5	10.6	18	8.6
Total	163	100.0	47	100.0	210	100.0

MOST IMPORTANT OUTCOME OF SEEING A COUNSELOR

	Summary of Comments					
	Enrolled		Not Enrolled		Total	
Type of Comment	N	PCT	N	PCT	N	PCT
Identified issues leading to poor academic performance	23	18.7	14	41.2	37	23.6
Course selection/academic planning	33	26.8	2	5.9	35	22.3
Defined goals	23	18.7	2	5.9	25	15.9
Support for personal issues	14	11.4	7	20.6	21	13.4
Furthered understanding of GPA	13	10.6	1	2.9	14	8.9
Did not help	10	8.1	2	5.9	12	7.6
Did not see counselor	1	.8	6	17.6	7	4.5
To comply with requirements of probation	6	4.9	0	0	6	3.8
Total	123	100.0	34	100.0	157	100.0

COMMENTS

A- Identified Issues Leading to Poor Academic Performance

- She explained what he had to do to stay in school.
- Agree on what he needed to do.
- He will help me get the probation taken off.
- He was able to point out what my problem was.
- It helped me to see and know how to graduate.
- A schedule was organized for me so that I could find time to study and work.
- Study habits
- Time management - becoming goal oriented.
- Help get back on track - improve study habits.

A- Identified Issues Leading to Poor Academic Performance (cont'd)

- Learning how to get more out of school.
- He showed me what I was doing wrong - I did not see that on my own.
- Learned which classes I have to study more in - deciding to go away to school.
- Identify the problem.
- How to deal with my problem.
- Got everything straightened out - not on probation anymore.
- Understand how to get off probation and to improve GPA.
- I went from fighting a suspension to being on the Deans Honor List.
- I have a different outlook of school.
- Improved study habits.
- Identification of problems.
- Learning where her study habits were lacking.
- Becoming more aware of her situation.
- Just to find out what I had to do to stay in school.
- Basic explanation was given to achieve a goal.
- Understanding the probation - he explained why I was there.
- Helped me get organized - was able to come to school the next semester.
- Understanding exactly what I am doing wrong.
- To get into class - getting organized.
- Prompted her to change her ways - helped to get organized.
- Understood a lot to solve problems and was of great help.
- Plan my schedule so it is not too heavy.
- Practical and realistic approach to student's goals - general guidance.
- Take a few classes and build up gradually.
- Know exactly where she stands - no questions anymore.
- Became more serious with my studies - Confidence.
- He pointed out my downfalls - cannot let courses go.

B- Defined Goals

- Helped to focus on plans to achieve the goals.
- Helped me make definite decisions of taking applicable courses.
- More direct view of her goals/helpful.
- Changing major to one that interested student.
- To help set goals.
- Better direction as far as school.
- Developed plan of action -- not sure.
- Plan to get my associate degree.
- Explained in detail to enable me to come to a decision.
- Was given a general idea of what was needed.
- Help him plan better.
- Get myself back on track.
- Deciding on a major.
- To make sure of what she needed to do.
- Came to a decision.
- Helped me in understanding what was needed to earn a certificate.
- He got his act straightened out and found out what he wanted.
- Helped him wake up and set some goals.
- Realized she could get help and what she wanted.
- He was always there for him/clarified goals - Keeping motivated
- Helped find direction.
- Turned his idea of dropping out to staying in school
- Two-year degree first - start small and build.
- Helped me to make decisions - planning.

C- Further Understanding of GPA
- Helped me figure my GPA
- Understood how to do GPA.
- My grades have gone up.
- She explained everything, made student very aware of past grades and what to do and take for future - was very positive.
- Learning how to get better classes.
- Helped me change my grades.
- What it would take to improve grades.
- Set him straight on how to improve GPA.
- Understand hot to improve GPA.
- Knowing how to the GPA up.
- Get a better view of how GPA is calculated.
- Better GPA result.
- He showed him how to improve his grade.
- Understanding the grading system.

D- Support for personal issues
- Understood what was needed.
- More confused at first but discovered how open Harper is and liked it.
- Probably the thought that I could go to someone when I really needed help.
- Helped me figure out what I really needed and how to go about it.
- Someone to talk to.
- Spoke with counselor - liked her a lot.
- Better understanding of what is required, what to look for when having problems.
- At least someone made me see the most important thing needed for me.
- Know now I have someone to talk to - made me feel better to know someone was there to listen.
- Gave other opportunities to seek.
- Attitude
- I had someone to talk to.
- To put things in perspective,.
- For assistance/personal help - she helped me get organized.
- Should not take everything to heart - roll with the punches.
- Talked to someone that know what they are talking about.
- Getting back on my feet again.
- Counselor cared about me.
- It was the only way I could stay in school - overcame fear of tests.
- To get my act together.
- Someone is alerted that I have a problem.

E- Course selection/academic planning
- Some of the grades have been erased.
- He was very helpful in organizing classes.
- How to put the finishing touches on the things he was doing.
- Helped decide the courses for a 4-year college.
- Gained an understanding in deciding the courses I need to take.
- Helped me to pick the required classes needed to transfer to a 4-year college.
- Help to focus on requirements.
- Assisted in identifying classes needed.
- Guidance with regard to taking classes.
- Found out what was needed to transfer.
- What classes to take for degree - take better classes.
- What courses to take - to help set goals.
- Helped me choose the right classes - learned more about transfer programs.
- Taking courses needed for major, not just whatever courses he wanted to take.
- Helped me choose classes.

E- Course selection/academic planning (cont'd)
- Future planning of what courses to take.
- Find out procedure for dropping a course.
- Finding out classes may be at a bad time.
- Helped to select classes.
- Helped tell me what classes I needed - choosing the right classes.
- What classes to take - I knew what to do to graduate.
- Helped me pick my classes and get me motivated.
- To get the necessary courses needed for the transfer.
- Determining the course he needs to take.
- Priorities and course selection.
- Better understanding to get the courses I needed for the degree and to transfer.
- Planning what classes to take - planning the two-year program.
- Told me what classes I should take.
- Helping in picking the correct classes.
- Find out exactly how many credits needed to graduate.
- Picking the correct courses
- Helped to clarify course qualifications.
- About how to withdraw from class.

F- To Comply with Requirements of Probation
- Could register for the next semester
- Just so I could continue to go to school.
- Already knew problem - just had to see counselor in order to register.
- Nothing - Harper makes you attend
- Registering for classes - the counselor was not very understanding or helpful.
- To get registered again - the counselor was a bonehead.

G- Did not Help
- Counselor did not seem to care.
- Counselor at Harper misguided me and was of no help - I made my own decisions.
- Ticked off with the probation system.
- Was a waste of time.
- It was a waste of time.
- Nothing - the counselor did not provide me with anything I did not know.
- did not help at all.
- Did not do too much for me because I already know what I had to do.
- They did not help him.
- She wasted money and time seeing a counselor - they told her to take a class - she did and did not learn thing.
- Nothing
- Nothing

H- Did Not See a Counselor*

*Those students not enrolled may not have seen a counselor, but will have to do so prior to their next registration.
- Have not seen one in about a year.
- Unable to answer some items as I have not see a counselor. I know definitely I shall get all the help I need and will make specific changes. Harper is great!
- Never saw a counselor
- Premature - more sessions are scheduled with counselor - too early to respond.
- He is done with counselor - he will be happy to be more specific.
- Has not seen a counselor.
- Said she never saw a counselor.

Specific Changes Students Made as a Result of Seeing a Counselor

Summary of Comments

Type of Comment	Enrolled N	Enrolled PCT	Not Enrolled N	Not Enrolled PCT	Total N	Total PCT
Improved study habits/grades	32	34.8	6	18.8	38	30.6
More appropriate course selection	23	25.0	6	18.7	29	23.4
Balancing work/study/social/ time management	13	14.1	6	18.7	19	15.3
No changes made	7	7.6	5	15.6	12	9.7
Changes goals	6	6.5	3	9.4	9	7.3
Improved attitude/motivation	5	5.4	3	9.4	8	6.5
Improved management of personal problems	4	4.4	3	9.4	7	5.6
Improved class attendance	2	2.2	0	0	2	1.6
Total	92	100.0	32	100.0	124	100.0

COMMENTS

A- Improved Study Habits/Grades

- What to do and what not to do - do my work in the library.
- Take notes better and more organized with studies.
- Use study time better.
- Better effort to study - did not listen to music - better study habits.
- Study habits - better habits
- Getting back into school - improved a great deal.
- Hit books harder - better study habits.
- He did what she said - off probation - studied harder
- Changed study habits - habits are much better
- Improved study habits - learned to be open to enable me to get help from teacher.
- Have improved much in my grades.
- Have improved very much in getting better grades - to focus and spend more time on subject, better study habits.
- Studying more.
- Study habits have changed.
- Better grades - work harder.
- Yes, studying habits.
- Learning how to study correctly.
- Improved grades - need to study harder - spend more time.
- Changed study habits.
- He showed me how to study for tests and take tests.
- Getting better grades.
- Doing more homework.
- Grades changed a great deal.
- Reorganize my study
- Grades went up.
- Changed study habits.
- Put effort on classes.
- Studying harder.
- Working harder at school - better study habits.
- Better grades - spend more time on homework.
- Keeping up with the work.
- Study habits.
- Talk to teachers and get help right away.
- Better study habits.

B- Balancing work/study/social life - time management

- Used a tutor - cutting back hours.
- Cut down outside activities and also working hours.
- Organizing him.
- Cut down working hours.
- Have a definite work schedule
- Studying more.
- Decided to work less to achieve and accomplish what was necessary.
- Time is to be spent wisely.
- Made time for school.
- Working less - studying more
- Cutting work hours.
- Stopped working
- Changed emphasis toward school instead of body building
- Cut back on work hours
- Reduced hours at work
- Reduced classes
- Cut down workload
- Time management
- Cut working hours to enable me to get through - change in study habits.

C- More appropriate course selection

- Help to figure out schedule that will accommodate transferring.
- Nothing basic - just plan better - reduce course workload.
- Class selections.
- Don't take two hard classes at the same time.
- Less classes - limited herself to a certain amount of credits - right classes - correct courses and what was needed.
- Class scheduling - take general classes
- Took courses that he was interested in - has a clearer understanding of how grading system works at Harper.
- Easing up on his work load.
- Taking the correct courses.
- Going to retake classes.
- Went to the forgiven program - took the correct classes that needed to get AS
- Taking fewer credit hours.
- Have taken lesser classes now and have planned to make it easier.
- Just picking better classes
- Just changed a few classes
- Withdrawing from class/changed classes/learned how to schedule classes better
- Cut down my courses
- Retaking English
- Changing from morning to evening classes
- Not taking as many classes.
- Choose classes better.
- Changed the classes I was taking.
- Which classes are more important.
- Make up classes that were not officially dropped.
- Course selections, more beneficial to student.
- Make sure the grade is acceptable, if not to officially withdraw from class.
- Attending a reading lab.

D- Changed Goals

- Had to drop out of school.
- What major should be.
- Changed major.
- Was able to set more definite goals.
- One change I had to set a goal and give priority to it.
- Changed major.
- Decided on a business major.
- Goals

E- Improved Attitude/Motivation

- None - but knew he had to "buckle down".
- Did get A's in all except one - felt more comfortable in asking for help.
- More interested in school and studying.
- Attitude change - going to school for himself and not his parents.
- Tried harder.
- More motivation
- Helped motivate me
- Take school more seriously now.

F-Improved Management of Personal Problems

- Helped solve problems with family.
- More positive about my plan and solve my personal problem.
- Personal problems solved.
- Personal problems
- Mrs. Inbody was a big help with personal concerns.
- I have to find a more reliable babysitter.
- The counselor helped with personal problems.

G- Improved Class Attendance

- Going to class more.
- Went to class.

H- None

- No, cannot say.
- None - his problem was prior to his military service - after military service his goals were better - he straightened his life out after being in service.
- No changes
- None, nothing much.
- None really - none at all.
- No changes
- Have not gone through any courses after talking to a counselor so have not experienced any changes.
- None -- 3

What One Thing Students Would Like to See Changes About Probation
Open Ended Comments

Summary of Comments

Type of Comment	Enrolled N	Enrolled PCT	Not Enrolled N	Not Enrolled PCT	Total N	Total PCT
No improvement needed	16	26.2	8	34.8	24	28.6
More counseling/more personal help	12	19.7	4	17.4	16	19.0
More lenient system	12	19.7	3	13.1	15	17.9
Too hard to understand/need clearer written communications about probation & Harper policies	8	13.1	1	4.3	9	10.7
Need earlier notification/midterm warning system	7	11.5	1	4.3	8	9.5
Miscellaneous	2	3.3	4	17.4	6	7.1
Courses taken years ago should not count toward probation	3	4.9	0	0	3	3.6
Need stricter system	0	0	2	8.7	2	2.4
Summer school should not count toward probation	0	1.6	0	0	1	1.2
Total	61	100.0	23	100.0	84	100.0

COMMENTS

A- No Improvements Needed

- None, it seems OK as it is.
- Nothing that I can think of right now - seems just fine - it is good.
- At first I was confused but now I do like it here - taught me a lot - it's good.
- Nothing as it seems fine now to me - just fine now.
- Not as of now - counselors are helpful.
- No or None -- 6
- Thought it was a good system
- Think it is a good system.
- Fine as it is
- None, seems great to me.
- No ideas
- Fine, as is
- None, seems very good and fine to me right now.
- Nothing, Harper is a great school.
- Nothing - so far everything has been just fine.
- Nothing - everything has been fine.
- Pretty fair as it is.
- System was fair and upfront.

B- Too Hard to Understand/Clearer Written Communication About Probation and Other Harper Policies

- Too complex, hard to understand.
- Letter received from Harper did not explain probation clearly.
- Should have a policy for people who are not transferring to another college. They just want to take college courses and should be told what happens if they drop the class and don't tell Harper that the grade will always be there.

B- Too Hard to Understand/Clearer Written Communication About Probation and Other Harper Policies (cont'd)

- Make it clear that you have to drop a class not just stop going, so that grade does not affect the GPA.
- Education is more an achievement and not a competition - I really don't understand why this probation should be there - a lot more encouragement should be given to students to take classes.
- The classes I have taken now for Paralegal - I have a coordinator and when I did see a counselor I had a different story and the coordinator had another. I feel that both counselor and the coordinator should have the same knowledge to help students and not confuse them. Sometimes I do not know who is right and who to believe.
- If you do not drop class in time, it should not be held against your grade.
- Better screening of who takes courses.
- Was not aware of where help was on campus - make help better known.

C- Stricter System

- Mandatory check-up system with counselor.
- Make amends for past - probation should be stricter.

D- More Lenient System

- Could be lenient with students who have decided to do courses which add up to 11 credit hours and want to be a full-time student but cannot because they are short one credit hour.
- I would like to see no restrictions on the number of courses to take per semester.
- You should extend the probation and not suspend a student for a year.
- They should not demand that a student see a counselor - make you feel like a fool while they try to figure out this big problem they thing you have - most of the time, the reason you are getting bad grades is because you have to work and don't have enough time for school.
- More lenient if on borderline - if just under 2.0 and student knows he could pass the course, let him take it - waiver it.
- If GPA is 2.0 or above for semester or two, should be allowed to be off probation.
- Should not have to see a counselor every semester - we should be able to go on our own.
- Would like to see an alternative to complete suspension, e.g., like a high school program.
- I don't think people that are really trying should be put on probation, only the students that are not trying.
- Being able to go through registration without hold being put on records.
- Does not think it is fair - she can get 3 Cs and a B and still be on probation.
- Not necessary to come in each semester to speak to counselor.
- Incomplete should not count.
- Evaluate current performance and start fresh when evaluating.
- Pretty fair as it is - should not be suspended from school - feels this reinforces the problem and gives the student a feeling of low self-esteem.

E- Not Have Summer School Count Toward Probation

- Went to summer school and got a "C" - then placed on probation - did not like this since it limited the number of classes he could take in fall semester.

F- Earlier Notification/Midterm Warning System

- I always liked to talk confidentially with one counselor but when this one was not available I had to see another and the consular was different, opinions differ, and I don't know why.
- To be notified that there is a problem before it becomes a big problem.
- Should be notified on mid-terms if you are having trouble.
- They should give you more of chance before they put you on probation.
- Should be alerted to see a counselor earlier. However, probation system is OK.
- As an introduction to new students, a sign to indicate "Counselor" and be forced to see one as not many go to someone for counseling and then realize when they don't achieve something that they have to get advice.
- The counselors should be talking to the teachers. Then the students should be notified mid term. The counselor was not good -- he said -- well, so what you paid $400. Big deal!
- Notification - more advance notice of what is going on with the GPA.

G- More Counseling/More Personal Help

- Instead of sending notice of probation, make a telephone call by the counselor to provide support and explain probation - simply a notice made her upset and not knowing what to do -- she needed support which could have been from a counselor.
- More personal.
- More helpful counselors.
- They should keep an open mind about personal problems.
- Keep seeing the same counselor, so they get to know the student.
- Little more counseling than what is required now.
- The one counselor I had seen was one who did not seem to care if I would come again. I did go the second time to another who recommended me to see the one I saw at first. There could be a sign like "Come see me again" to encourage us to come again.
- More understanding counselors, not people who think they are GOD. She wanted help, not to be put down by the counselor. She went to him on her own for help.
- Group counseling instead of individual counseling.
- More time with counselor.
- More time to sit down and review with counselor.
- See a counselor more often.
- To have the counselors more accessible.
- Understand each student as an individual.
- Cannot get the counselor she originally started with and does not want to keep seeing different ones. More appointments available - especially for working students.
- You should have to see a counselor when you receive a caution notice.

H- Courses Taken Years Ago Shouldn't Count Toward Probation

- Should look at the record - if classes with a low grade were taken a long time ago, they should not count and you should not have to see a counselor.
- Would like to be allowed to start all over with clean slate - find it difficult to raise GPA from prior courses.

H- Courses Taken Years Ago Shouldn't Count Toward Probation (cont'd)

- She is on probation because of classes she took 7 years ago right out of high school and at the time she did not take school seriously. Now she is older, has a job and has gone back to school to earn her degree. The counselor wants her to retake those classes to improve her GPA, but she does not need those classes to earn her degree. Counselors should not go back more than five years of grades.

I- Miscellaneous

- To change markings on transfer information so it is not as obvious that the student was put probation at one time.
- Make sure counselors send transfer information to other schools since there has been a problem with this.
- Did not go through system so I could not answer you.
- Dealing with the counselors was uncomfortable - too much of a business atmosphere.
- To get his GPA up.
- Where is the money going that we pay Harper?

A P P E N D I X

- Cover Data Sheet

- Telephone Survey - Evaluation of Probation Intervention Program

Name_____

SSN_____

Telephone_____

COVER DATA SHEET

_____ Student Enrolled Spring 1991 CUM GPA _____

_____ Student Not Enrolled Spring 1991 CUM Hours Earned_____

If not enrolled, add the following questions:

1- Why were you not enrolled in the spring of 1991?

_____ A. Needed some time away from college to think and reset some goals.

_____ B. Job responsibilities

_____ C. Personal or family problems

_____ D. Decided to transfer to another college.

_____ E. Lost interest in college.

_____ F. Was not sure about ability to do college work.

_____ G. Other (specify)_____

_____

_____

2- Do you plan to re-enroll at Harper in the future?

_____ A. Plan to enroll at Harper in the summer or fall of 1991.

_____ B. Plan to enroll at Harper at a later date.

_____ C. Might return to Harper.

_____ D. Plan <u>not</u> to return to Harper.

EVALUATION OF PROBATION INTERVENTION PROGRAM

As a result of your meetings with Student Development staff, evaluate the changes you have made by answering the following questions:

1- What is your understanding of the probation system. Check (x) one.

_____ A. Have a clear understanding of the probation system and know what is needed to do to return to good standing.
_____ B. Have a general understanding of the probation system.

_____ C. Do not understand the probation system at all.

2- Do you understand how your grade point average is calculated? Check (x) one.

_____ A. Know exactly how it is done.
_____ B. Have a general idea.
_____ C. No - this was not discussed
_____ D. No - Did not understand the explanation

3- As a result of talking with a counselor were you able to identify the primary factors responsible for your low grade point average? Check (x) one.

_____ A. Definitely YES
_____ B. To some degree
_____ C. NO - not at all

4- If you were able to identify the primary factors responsible for your low grade point average, what were they? Check (x) all that apply.

_____ A. Poor study habits
_____ B. Carried too many courses
_____ C. Too many outside activities
_____ D. Worked too many hours
_____ E. Was not seeking help when I needed it
_____ F. Poor reading skills
_____ G. Poor writing skills
_____ H. Poor math skills
_____ I. Low motivation/did not take school seriously
_____ J. Difficulty understanding teachers
_____ K. Personal/family problems
_____ L. Over use of alcohol or other drugs
_____ M. Did poorly when I first attended Harper, am doing well now, but still have low grades from past years.
_____ N. Other - (please specify)_____
_____

5- Do you feel that you and your counselor developed a reasonable plan for you to improve your Grade Point Average? Check (x) one.

_____ A. YES

_____ B. NO

6- How have your educational goals changed since being placed on probation? Check (x) one.

_____ A. Moved from undecided to a definite educational plan.
_____ B. Still undecided, but know some ways to help myself decide on a major.
_____ C. Have changed major to one that better fits interests and abilities.
_____ D. Have decided not to pursue original plan, but do not know what new goal is.
_____ E. Have not changed educational plans.
_____ F. Other (Explain)_____

_____

7- What are your educational goals? Check (x) all that apply.

_____ A. Plan to earn an AA or AS
_____ B. Plan to earn an AAS
_____ C. Plan to earn a certificate
_____ D. Plan to transfer with an associates degree
_____ E. Plan to transfer without an associates degree
_____ F. Plan to take a few courses to get a job
_____ G. Not sure of educational goals
_____ H. Have decided not to continue college education at this time.

8- If you have defined your educational goals, how clearly do you understand those requirements? Check (x) one.

_____ A. Know exactly what is required
_____ B. Somewhat sure of what is required
_____ C. Not sure of what is required
_____ D. Undecided

9- What was the most important outcome of your seeing a counselor? _____

_____

10- Name specific changes you have made as a result of talking to a counselor.

_____

_____

11- What one thing would you like to see changed in this system?_____

_____

_____

ERIC Clearinghouse for Junior Colleges

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